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ABSTRACT

The author believes that "physical education" is an inappropriate term for that which is in actuality "human movement education." In line with this expanded name for the field, the author examines ways in which human movement educators can aid other university and college departments in improving the content and quality of their programs. Examples of possible interdisciplinary programs are offered. (MJB)

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SERVICES IN SPORT AND HUMAN MOVEMENT
RELATING TO THE GENERAL EDUCATION PROGRAM

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"The tragedy of the world is that those who are imaginative have but slight experience, those who are experienced have feeble imagination. Fools act on imagination without knowledge, pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience". (Whitehead)

I feel in our area of Sport and Human Movement Studies we ought to follow the direction of one of the few leading philosophers in our field, Earle F. Ziegler. Ziegler espouses 'positive meliorism' as the best approach to life in these highly complex and troubled times. Meliorism implies that society has an innate tendency to improve and that people strive consciously to bring about steadily improving societal conditions. Our profession with its steadily growing body of knowledge about human motor performance with meaning in sport, dance, play and exercise can play a vital part in the total lifelong educational system as we move toward the twenty-first century. We need to dedicate ourselves to a philosophical stance of positive meliorism so the field's potential role may be fulfilled to the maximum.

The increased recognition of sport, dance, exercise and play as avenues fostering positive human growth provides educators with unlimited opportunities to be imaginative regarding new directions and alternative futures. Possibly as a profession we are uncertain of our heritage and we have often sought pragmatic solutions to problems. We have tended to press for recognition only of our present particular interests, values or needs, leaving the future in the hands of societal crises and educational pressure. Our professional posture has been defensive, protective and rarely secure.

We should look to the future with confidence, positive direction and confident of our profession as educators in the field of Sport and Human Movement. Our field of study has so much to offer society that many of us do not realize that we are only scratching the surface at the present. Everyone from infant to old age is interested in some facet of sport, dance, exercise and play. I feel as a professional body, we can hold our heads high with confidence and give society many new directions for different life experiences. We have to be truly confident of our product and proud to sell what we have to offer.

You may have noticed that as of yet I have not used the term physical education. The words physical education are incorrect and truly a misnomer in today's world.

There is no such discipline as physical. For example, we have the discipline of science and a curriculum of science education, we have a discipline of math and math education. So conversely we have an incorrect term physical education but no discipline by the name of physical. If someone told you they were just studying physical, you would look at them rather strangely.

I personally feel a much more appropriate name for our field of study in the Twentieth Century is human movement. The term human movement resolves confusion about what is pedagogical process and what is substance, it places emphasis on subject matter.

Theoretical Directions Relating to Services Within Sport & Human Movement

Looking toward theory and its relationship to services within sport and human movement, we possibly need to direct our attention to those educational learning models which are orientated toward social relations and toward the relationships between man and his culture which draw upon

social sources. The work of Dewey, Cox, and the National Training Laboratory (NTL) give us some direction for decision making in curriculum and guidelines for teacher interaction with students. The purpose-process conceptual model developed by Jewett also gives us some direction. She states, "curriculum experiences must be selected in terms of human movement goals: (1) to fulfill personal developmental potential, (2) to develop movement skills utilized in adapting to and controlling the physical environment, and (3) to assist the individual in relating to other persons".

Possibly curriculum theory is in its infancy in relation to services within sport and human movement although there is a need for interdepartmental courses integrating the creative resources of more than one department. Our area of study like all other curricular areas seeks creative thinkers with vision who are willing to experiment with new ideas in curriculum development. What man achieves as a moving being will depend upon human purposes, the purpose and process of human movement and the meaning man finds in movement experiences will be a function of how appropriate the processes are to his unique needs. The direction and opportunities at the present time are unlimited.

Practical Implications--Services in Sport and Human Movement

On being asked to speak on this topic, I decided to send out a short survey letter to each of the 76 department heads at the University of Illinois asking them in what ways the Department of Physical Education at the University of Illinois can be of service to other departments on campus. I also gave three examples whereby the ideas I gave may stimulate other ideas from these department heads. My response was 4 out of 76 which possibly goes to show that other departments are not creative enough and are basically teaching their subject area within very confined limits or alternatively they do not realize what we have to offer. Possibly it is a little of each, but I feel

if we have ideas in certain directions, we have to go out and sell our product and educate other departments what sport and human movement is all about. Various aspects of our educational area can enhance and act as tool areas or support areas for what other departments are doing. Just as the fields of statistics and computer science provide tool areas for all aspects of education, so has sport and human movement many tool areas or physical skills which may enhance and support studies in other areas.

The four responses to my survey letter were from:

1. Theatre Department whereby we teach a course combining concepts of fitness, fencing, tumbling and some apparatus work, relaxation and judo. Their need was that the more skills theatre majors have the better job prospects are for their students.

2. Architecture Department combining ideas in relation to designing facilities for sports complexes, racket clubs, fitness spas, gymnasiums and exercise parks.

3. Education Department - a need for self defense training for prospective teachers. This is not too outlandish when we consider that approximately 1,000 teachers are attacked each year in our urban schools and about half of these need hospital attention.

4. R.O.T.C. - need for cross listing of courses in order that students in R.O.T.C. may gain credit for the courses R.O.T.C. teach in their program. At present, R.O.T.C. students gain zero hours credit in their college of liberal arts. At the present, wheels are in motion to list R.O.T.C. courses in physical education. R.O.T.C. are going to provide instructors, equipment, finances for weekend expeditions and the physical education department is going to gain the credit. The physical education department will oversee and supervise the work being done. R.O.T.C. will gain a greater exposure to a larger number of students, hopefully to improve public relations with R.O.T.C. and the rest of the student body. The courses R.O.T.C. wish to

offer are a) orienteering, b) riflery, c) rock climbing, and d) backpacking.

At the present time at the University of Illinois, we have cross listed courses in the general physical education program with the following courses and departments:

1. Fencing for Theatre Majors - Theatre Department
2. Afro-American Dance - Afro American Studies Department
3. History and Theory of Martial Arts - Asian Studies Department (combining theory and practice)

One by-product of interdepartment course offerings is the stimulation for research. For example, if a graduate student in mechanical engineering is interested in tennis, he may enroll in an instructional tennis class. Being specialized in mechanics that student may become interested in the phenomenon of spin production in the serve. As a result of taking classes in physical education, he may enroll the next semester for an independent study and conduct a research project to study the problem, thus catering to the needs of the student with his interests in sport and mechanics.

There are a number of courses and programs whereby we specialists teach the physical skills which will enhance learning in another field or area. I know when I was a graduate student at the University of Iowa the Field House program helped teach a course Field Studies in Freshwater and Marine Biology in cooperation with the Zoology Department. All the aquatic skills of snorkelling and scuba diving were taught by physical education personnel. This course was taught in Florida. The Geology Department also used to employ physical education instructors to teach aquatic skills to their students who took a field course in marine geology and coral formation in the Florida Keys. I know a number of students take scuba diving to enhance their skills in order to study marine zoology, botany, geology, archeology and underwater photography. Backpacking, orienteering, canoeing, and camping are other most useful skills for anyone doing any field studies

and many programs now are very conscious of hands on activities for their students doing studies in the field.

While at the University of Iowa a number of physical education instructors were hired by the science education department in their field programs in the Yellowstone National Park, the Rockies, the canoe programs in the Boundary Waters of Canada and their environmental studies program in the Florida Keys and the Everglades. The physical education instructors were hired to teach camping skills, canoeing skills, first aid, skin diving, orienteering and map work and even cross country skiing for an inservice program for science teachers in winter ecology. Here once again physical education was providing a most useful and welcomed service to another department within the university. Possibly my directions are towards the outdoors, but I do know more and more field programs are being introduced whereby students are now living in the field and pursuing studies in practically every discipline.

I believe the physical education department should provide a service to the rest of the university by organizing an adult fitness training program for all university personnel whereby a fee is charged and diagnostic tests are given and a prescribed program is developed. Here the physical education department is providing a service but also gaining much respect and credibility from other departmental personnel because many desire to belong to such a program. This program should also provide financing for other projects within the department. An adult fitness training program is a must in today's fitness conscious society within all physical education departments. Otherwise some other body will step in and once again we will have lost a share of our domain as we have done in the past.

I also believe we should offer the service of providing athletic coaching certification courses to all students who wish to pursue this area

of education. No, not all states require such a certification at present but the time will come; once again we are providing a service and being ready for something that one day will be required.

There are many adventure outdoor pursuit programs a physical education department may organize and provide a service to the rest of the university. Possibly more learning, both direct and indirect, content centered or incidentally gleaned, takes place on these type of programs than any others. It is difficult to measure how much true learning goes on but much of what is learned is retained for life. Such programs are:

Scuba diving in Jamaica, Grand Cayman Island or Hawaii

Tennis and Golf courses in mid-winter in Florida or Mexico

Canoeing in the Boundary Waters of Canada or in the Everglades

Backpacking in the Grand Canyon.

Camping in Yellowstone National Park

Rafting on the Colorado River

Rock Climbing in the Rockies or Cross Country Skiing in Wisconsin

Pony Trekking in the Smokey Mountains

Survival Training in winter in upstate New York

I also believe we should be providing a much greater service to the already qualified teachers by providing inservice courses. I must admit the best inservice training courses I have seen were back in England at the Blackpool Easter School and Loughborough Summer School. Here approximately 2,000 teachers from all over the country came together to study various aspects of physical activity. The courses were for one week and the teachers would usually pursue one activity in depth; i.e. sailing, tennis. These courses were very much practically oriented to teaching and learning and were usually taught by national coaches or highly qualified and nationally recognized instructors. Teachers did not gain credit as such on these

courses but came for the sheer enjoyment of learning and the lively social environment that went along with such a program. I believe that each state should appoint one of their universities to hold a large inservice program each year for all their physical education teachers in the state possibly at the end of the first or second semester. This responsibility should alternate through all the state universities with a different school being responsible each year.

Summer sports school programs are another area whereby we educators can provide a service to the youth of the nation. Here 14 or 16 different sports may be offered over a six or eight week period with 4 or 5 different sports being offered for boys and girls each week. Each sport being taught for one week duration and the students pay a fee for tuition and accommodation. Not only are we providing a service but there are numerous advantages gained through such a program:

- a. providing summer work for continuing graduate students
- b. providing summer work for teachers coming back in the summer to pursue graduate studies; hence increasing the summer graduate program
- c. providing summer work and experiences for undergraduate majors
- d. gaining finances to support other programs in the department
- e. using university facilities over a greater time period than the usual two semesters
- f. attracting students to pursue full-time studies later at the university
- g. giving high school students a feeling for university life

In the field of research at the University of Illinois, a group of university researchers have got together to form a body known as I.C.T.R. (Illinois Committee on Tennis Research). This group of researchers from a

number of departments are pursuing a number of problems relating to the game of tennis. I.C.T.R. is composed of a unique representation of research scientists, engineers and educators who not only share a fundamental professional drive to acquire new knowledge, but also have a basic enjoyment of tennis as an athletic skill. This group is providing a research service for all those who enjoy this game. This same project may be adapted to any sport.

In order to coordinate and facilitate research efforts undertaken within the general physical education program, the University of Illinois has created a position entitled Research Director. The task of the person holding this position is to aid in developing applied research projects which hopefully will add to our knowledge of sport and human movement. Specifically the research director will develop projects in cooperation with the instructors working in the program.

So much for some of my ideas; in order to make these operational, we may use Clark and Guba's model of educational change. Clark and Guba have developed a logical structure for examining others in educational change which identifies and analyzes the four processes, research, development, diffusion and adoption. The fifth and possibly the most important and most neglected after ideas are fully operational is evaluation. Far too many times do we neglect the evaluation of our endeavors and hopefully we are able to evaluate positively the high quality of our endeavors.

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